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ABSTRACT

This document is a portrait, scripted in a four-part reader's theater format, of the educational experiences and early professional work of librarians who emerged from formalized library education programs at the University of Illinois and the University of Texas in the years between 1897 and 1913. The script was derived from student journals and correspondence between students, faculty, and employers as well as from school records. The speakers usually remain in third person and only seldom assume the voices of individual characters. The script contains information about educational philosophies, curriculum, enrollment, training, the nature of the librarian's job at that time, and the controversies and successes encountered on first jobs. (BEW)

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LIBRARY SPIRIT!: THE LIBRARY SCHOOL EXPERIENCE AND EARLY PROFESSIONAL WORK DURING PROGRESSIVE ERA TEXAS AND ILLINOIS, A READER'S THEATRE PERFORMANCE

Prologue

A hundred years ago, librarians received training through apprenticeship programs within libraries or through completing organized programs taught in an academic setting. What follows is a portrait of the library education experience and early professional work of individuals who attended two formalized library education programs: the Illinois Library School at the University of Illinois and the Library Training Class at the University of Texas. This portrait, scripted in a four-part reader's theatre format, is derived from eye-witness accounts through the letters the students, faculty, and employers wrote and the journals Illinois students kept during their senior year field experiences. Records were examined for students at the Illinois Library School from 1897 to 1913 and the files of the University of Texas Library Training Class from 1900 to 1907. No formal library education was offered at the University of Texas from 1908 until 1919.

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Windsor soon tired of handling the school with the pressures of library administration at Texas. He wrote, in 1906: "As you may know, I am not at all anxious to have a large [training] class, or

in fact any class, here and only conduct it because there seems to be some necessity for it."

SPEAKER 2: Two years later he wrote to his predecessor Wyche, who was director of the San Antonio Public Library:

". . . I would give [money] if I could tell them all that we would have the class no more! . . . The regular work to be done here is so far beyond our time . . . I would welcome any pretext for permanently stopping the class--at least till the Regents can and will make special provision for the work."

NARRATOR: Library school training was strenuous. Sharp held high expectations of her students and warned them that their studies at the University would be exacting.

SPEAKER 1: The summer of 1898, before Ida Estelle Sawyer started the Illinois program, Sharp wrote to her: "We are counting upon having you with us next year and are expecting very good work from you . . . I trust that you are taking a complete

rest this summer as the work will be very hard in the fall."

SPEAKER 2: Wyche at Texas proposed that the Texas Training Class be "thorough and should train students in correct and painstaking work."

NARRATOR: There was some worry over the stamina of some applicants.

SPEAKER 3: Isadore Gilbert Mudge taught cataloging at the Illinois Library School and worked on admissions. She wrote Sharp that a new student made "a very favorable impression. I hope she will wear well."

NARRATOR: There were records of five students breaking down under the stresses of the school.

SPEAKER 1: In 1900, Sharp wrote May Martin's father asking that he "allow her to take a short rest from her Library School work . . . She is not sick in the generally accepted sense, but she is too tired . . . She is so conscientious about her work that she is not willing to slight anything . . . What she needs is to be to bed and stay there and be waited upon, eating and sleeping as much as possible."

SPEAKER 2: After her junior year at Illinois, Bertha Royce's physician said that her "illness was caused entirely by nervousness (with perhaps a little overwork) . . . so If I "don't look at a printed page this summer--live every possible minute out

of doors" and take various pellets faithfully--he thinks I may go back to Illinois next fall."

Field Experience

NARRATOR: In the spring of 1907, senior students at Illinois had the option of adding a month of field work in a public library. This allowed the students to gain experience not only from the testing of their newly acquired practical skills but also through observation. Students sent the school semiweekly reports and a final summary report of their experience.

SPEAKER 3: Sharp asked that the reports reflect the details of their working including the types of reference questions they were asked. She was "particularly anxious to know if the library school training (had) prepared (the students) to meet the[ir work duties]." Sharp predicted that they would "look back upon these early experiences as the most interesting in (their) career."

NARRATOR: For many students their month in the public libraries of Bloomington, Decatur, Jacksonville, Joliet, or Rockford was their first experience in a library other than that at the University of Illinois.

SPEAKER 1: Clara Gridley, wrote of the difference she observed while on her month of field work at the

Jacksonville Public Library in February 1908: "I learned a great deal that one could naturally never get from a big university library. One especially was the simplifying of all records, and the cutting down of unnecessary details. The other things were, in the main, learning to meet the public and fill their needs which is the greatest help to anyone who expects to go out into work in a public library."

SPEAKER 3: Flora DeVere Straight observed, during her field work in Waterloo, Iowa that: "It is so different from the university. There everyone who comes in (or most everyone) comes because he is sent and has something to look up and has to stay until he finds it. Here we have to make things pleasant enough to make the readers want to come back."

NARRATOR: The students typically spent half of their time at the loan desk and the other half in reference. Reference work involved answering patrons' reference requests along with the preparation of reference lists. While Texas students did not pursue field work outside the University, Wyche's initial proposal to start the Training Class mentioned that students could prepare lists for debates, those writing essays, and individuals interested in current events.

NARRATOR: Illinois students reported that patrons asked for:

SPEAKER 1: articles on "the folly of minding one's own business,"

SPEAKER 3: "where to find something about horseradish, also commercial fertilizers."

SPEAKER 1: amusements in America prior to 1776

SPEAKER 2: "impressionism in fiction, especially the influence of Diderot on Henry James.

SPEAKER 3: One student's first reference question was "where the mountains, valleys, hills, lakes & rivers were in Michigan."

SPEAKER 1: "One boy asked for 'war stories with individuals in it'.

SPEAKER 2: "There have been all sorts of requests--the usual one for a "good book for mother," a wild west story, a love story which must be "mushy" on the last page.

SPEAKER 3: Elizabeth Smith completed her fieldwork at the Rockford, Illinois public library in February 1909. She wrote:

"I have met with but one question that I could not answer and that was 'Find a portrait of Martha Washington with her hair done high.' A lady wished to copy it in dressing her own hair for a ball."

NARRATOR: College debate teams and community organizations such as women's clubs or art clubs requested reference lists. Lists were prepared on

SPEAKER 3: the "historical development of metalwork from the Byzantine period to the modern in its relation to arts and crafts",

SPEAKER 2: "Shakespeare's insight into the subject of insanity",

SPEAKER 1: sugar beet production

SPEAKER 3: the evolution of the linen industry

SPEAKER 2: the evils of dancing.

NARRATOR: Students had contrasting opinions about serving women's clubs who were just as likely to ask for information on vegetation in Brazil as they were to request good periodical references on "the marrying of American heiresses for titles."

SPEAKER 2: Clara Gridley reported that "Everyday, I think, I spent some time looking up questions for club women as to topics, short papers or discussions. They are a very intelligent lot of women and can do a great deal with but a little help."

SPEAKER 1: After her month in Joliet, Margaret Hutchins wrote that her "good opinion of women's club (had) decreased. Too much is done for them--(it)

minimizes the good which might be derived by the women in the clubs."

NARRATOR: Others expressed mixed feelings about preparing reference lists for debate teams.

SPEAKER 1: "The debating societies have such an interesting way of handing in a subject to be looked up, then after the reference list is entirely done and typed, they decide on another entirely different one and come back with that."

NARRATOR: In some locations the students' field work was divided between children's and adult's services.

SPEAKER 1: Margaret Hutchins spent half of her month at the Joliet Public Library in the children's department.

"I am afraid that some of the children must look at me with contempt, because they know more about the library than I do . . . I am sure, that if I once conquer my shyness and theirs, I shall be loath to give them up and come back to uninteresting university students. . . there are a great many foreign children with unpronounceable names and such interesting faces . . . [They are] of the poorer class; boys with newspaper pouches and girls with earrings and shawls . . . They read a better class of books than the American children." At the end of her month, she wrote:

"[I don't] like the (adult) loan desk work so well as work among the children. The children are so much easier to work with in every way."

SPEAKER 2: Mary Torrance, Illinois class of 1913, observed, during her fieldwork experience at the Decatur, Illinois Public Library that "The children are much more independent than the adult readers in selecting their books. They know what books they want and usually they can find them with little help."

SPEAKER 1: Inez Sachs, class of 1909, described public services work at the Evanston (Illinois) Public Library:

"I worked from 9 to 12 . . . typing copies of instructions to readers in the reference room not to use bottles of ink at the tables, not to shake fountain pens on the floor, and not to replace books on the shelves, unless sure of their exact location."

SPEAKER 3: Mary Torrance summarized her field work experience:

"My first weeks experience in public library work is over and I have survived the ordeal of loan desk work for six days and two evenings. I realize more than ever that a sense of humor is a

big asset in such a position--tho sometimes rather inconvenient."

Marriage: For Some, the True and Right Path

NARRATOR: Sharp asked graduates to send the school their wedding announcements in order to keep the alumni records complete and up to date. The letters that often accompanied the announcements add insight to the views the alumni had toward marriage, particularly in regard to how it affected their library careers.

SPEAKER 3: Christina Denny, Illinois class of 1905, married a fellow student: Charles Wesley Smith. In a letter to Albert S. Wilson, who succeeded Sharp as director of the school, Denny explained her feelings on her forthcoming marriage and decision to leave "a field that (she) found so interesting:" "You see I shall not be entirely out of library work, but will be a kind of silent partner, which will suit me very well."

NARRATOR: Bertha Alma Dodge, class of 1903, wrote in an apologetic manner of her impending marriage, explaining that the circumstances that led her to marry were ones that were almost beyond her control:

SPEAKER 1: "Some time ago a campaign was begun which has put to flight all my objections to an early

marriage and I have almost forgotten what they were. I feel sure that in yielding I have started on the true and right path for me and it is swiftly taking me to my wedding day, the twenty fourth of this month (December 1903). I fear you will call me a deserter but truly I had no thought of this when I entered library school."

NARRATOR: Yet, her library school training was not to be thought of as a fruitless venture.

SPEAKER 1: "If I say that I shall always be interested in library matters perhaps you won't believe me, but I could not give myself so thoroughly to anything as I once did to library work and then forget its best ideals and deeper motives."

SPEAKER 3: Carrie Bell Sheldon (class of 1904) wrote that she resigned her position as senior assistant librarian at the Ottawa (Illinois) Public Library after five years with great regret in order to marry. "There is no profession for women that I would rank above that of being a librarian." She felt that her eventual return to Illinois would only be to take a daughter to the University "that she might learn to be a good librarian."

NARRATOR: Yet fellow students may not have looked kindly on such "deserters."

SPEAKER 3: Ida Faye Wright wrote to Sharp: "I suppose you know that Mabel Perry is to be married on the 28th day of this month. What a loss to the library world!"

SPEAKER 1: While some students may have felt uneasy about relaying information about wedding plans, Sharp's responses reveal her understanding character. "Your family obligations should certainly be placed first. You will never regret that." To a prospective employer she wrote: "There is no reason why a married woman should not be a librarian if qualified."

NARRATOR: Frances Simpson expressed different views on the relationship between library work and marriage. Simpson graduated with the 1903 class and was assistant professor from 1903 to 1931, and assistant director from 1912 to 1931. She wrote:

SPEAKER 2: "One of the handicaps which women have to carry in their fight for recognition in the profession. A man does not believe that his home relations should interfere to any great extent with his professional plans and success. A woman is always expected to drop her work whenever some one at home thinks she is needed."

Finding a Job: Placement at the Turn of the Century

NARRATOR: Sharp was also placement director for the Illinois Library school. Agnes Cole wrote Sharp for advice in finding a job: "The John Crerar authorities have apparently decided that they can get along without me. I am comforted by the thought that something better than Swedish scientific works and German continuations (and $40 a month) may be in store for me. My present sort of uncertainty has its charm. I still hope for the most delightful position imaginable. But I'd take something very different."

SPEAKER 2: Windsor wrote to prospective Texas students about employment within the state:

"Without attempting to unduly discourage you, I wish to repeat what I have said to every applicant regarding the chance of securing employment in the libraries of the state after completing the class. The chance is small, and for the reason that the libraries are as yet few in number and small. I will, of course, do what I can to help you secure a position, but under the circumstances my efforts may prove fruitless."

NARRATOR: Some students were subtle in their requests for placement assistance.

SPEAKER 1: Illinois student Anna David White wrote: "Father knows some one in both Chicago Public and Newberry, and they told him that a word from you will accomplish all things, so I wonder if you will write me a little note, which I can show them."

SPEAKER 3: A letter came from Gertrude Shawhan in 1902: "I don't want to bore you but if you hear of a place, paying about what I'm receiving now or perhaps a little more and you think I'd fit into that place a little better than anyone else you know, will you please tell me about it?"

NARRATOR: Some students, like Ida Jackman, were more direct in asking Sharp for assistance in finding a job.

SPEAKER 2: "Will you be willing to use your influence to help me to get the position?"

NARRATOR: The recommendations Sharp wrote were personal and frank.

SPEAKER 1: "[She] is one of the best developed women in our senior class. She is attractive personally, possesses common sense, she seems mature. She has always pleased me by her manner in class, by her self possession, by her clear grasp of a subject, or her willingness to say that she did not know, and by her ability to outline her work in writing. In fact, I think she is a treasure."

NARRATOR: Similarly, her recommendations could relay disapproval.

SPEAKER 3: Sharp warned prospective employers that one student was "not at all attractive," "eccentric in taste in dress," and "did not look like anybody else in the world and (did) not seem to want to."

NARRATOR: Even with Sharp's influence graduates sometimes had difficulties in locating employment.

SPEAKER 2: "For what sort of position do you think I am best fitted? Do you know of any place where I could apply, or anything I could do, to secure a position? I feel that I must do something this fall. If I cannot get a library position I will have to do something else. I have felt quite lost since coming here--entirely out of touch with the school and the library world."

NARRATOR: Overall, Illinois students seemed quite flexible in their expectations. Some, however, narrowed their job search to specific geographical locations, as did Elizabeth Ten Eyck Stout (class of 1908) who wrote to Simpson in 1916.

SPEAKER 1: "In regard to location . . . I should be willing to go anywhere except South or North Dakota."

<u>First Jobs: Graduates Filled with the Library Spirit</u>

NARRATOR: At Illinois, about a third of the graduates took first jobs in academic libraries and another

third started out in public libraries. The remaining students first worked in normal school libraries, state libraries, technical institutes, the Library of Congress, medical libraries, or museum libraries.

NARRATOR: First jobs offered challenges in a world to which the practices of library science were largely unknown. New graduates were faced with convincing others of the importance of professional library training. When Lucia G. Driggs of Sheldon, Iowa wrote to Sharp in March 1898, she inquired about what her job prospects might be after receiving her library training. Sharp replied:

SPEAKER 2: "Most of the positions which our students have taken have been at first temporary, as organizer or re-organizer, which requires much executive ability and includes the duties of head librarian. The course aims to prepare students for the responsibilities of librarianship, but we try also to make them willing to accept subordinate positions until they have tested themselves, for there is nothing more deplorable than to have the heads of young librarians turned because at present the demand is greater than the supply."

SPEAKER 1: New librarians often took first jobs as "organizers," jacks-of-all-trades who negotiated a salary with a library board or private association to spend a predetermined amount of time preparing a library to function along the line of the best known practice of the day. The role of the organizer, as one library graduate explained, was in "bringing order out of chaos." They classified and cataloged or reclassified and recataloged, made shelf lists, labeled books, and then often left the library in the hands of a 'local girl' or apprentice whom they had trained to continue the work. The organizers then moved on to organize other collections or settled into more stable positions.

SPEAKER 3: Helen Ervin wrote, in 1909, from her first position at Miami University in Oxford, Ohio: "The catalogue is fearfully and wonderfully made . . . The cards are of different sizes and weights and are in heavy cases, each drawer holding three rows of cards. The oldest cards are written in an awful scrawl, title first, author following and the number in any available space . . . So many of the departments have books that have never been charged [to them], [they] just take them when they want to and maybe bring them

back, maybe not. They have kept no withdrawal record so we haven't any way of knowing what has become of missing books."

SPEAKER 1: Illinois graduate Mabel Shrum took her first position at the Colorado School of Mines in Golden in 1902. There she found "everything in great confusion . . . the books have never received book numbers and have no labels on the outside so that there is no kind of order on the shelves. One of the professors told me that he always put the books belonging to his department in a certain place on the shelves where he could find them as there was no chance of it otherwise. There are about five thousand volumes."

SPEAKER 2: When Belle Sweet arrived at the new high school library in her hometown of Clinton, Iowa, she "found the painters and decorators still at work. There were no gas or electric fixtures in, and the chairs and tables were still at the factory, and the stacks were in the boxes in which they came. The cork carpet had been down for two months or more so you may imagine how it looked. I had to ask what color it had been. But one room was cleaned, the stacks were set up and I was asked to go to work immediately.

SPEAKER 3: Nina Shaffer's (class of 1907) first library position was in the Vinton Iowa Public Library where she found "When the library first started there were so few books to put (in) it that in order to fill up [the shelves] all sorts of geological & zoological specimens were used to take the places of books. This arrangement of first a book then a bird & then a can of fish did not appeal very hard to me so the canned varieties are graduälly getting a little corner all their own & soon we will have a nice little museum . . . The disorder among the books however was the least of my troubles. The disorder among the readers was enough to drive anyone mad. I had out the city marshal more than once. The young people met here to go to parties, to spend the evening with the boys & have a good time in general . . . Nearly everything in town met here in the club room . . . Singing of songs to a piano out of tune added to my pleasure. What could I do when the president of the board was the leader in all the musical attempts & also the teacher of the Bible class. One night about 20 old ladies filed into the library asking for the club room. They were going to a surprise party & were to meet here. I showed them down to the room & told them

that the board met that night & always met in the club room. I was rejoiced to have it come to a head so easily . . . The board assembled in my office & marched against the foe. What took place I never knew but before long the old ladies took their departure . . ."

Miss Shaffer ended her account with a request for assistance in finding a new position: "I've had my experience & now I want money. You can not live very long on experience." [59]

SPEAKER 1: Bess Wilson, Illinois class of 1907, found that the position of librarian often included extremely varied duties. She worked one year at the State Normal School in Spearfish, South Dakota where, as librarian, she "took the tuitions, kept the attendance records, . . . attended the telephone, [kept] a record of the text book[s] and also [received] deposits for same."

SPEAKER 2: On October 1, 1913, Clara Mabel Brooks arrived in Hoopeston, Illinois to assume the duties of librarian at the Hoopeston Public Library, then in its sixteenth year of operation. She was to reorganize the library. Upon entering the library, Miss Brooks was "greeted with a calendar hanging from the light, advertising a tonic." Instead of the familiar order of the circulation

desk, no semblance of a charging system could be seen. Instead, "two rickety tables behind the desk were covered with old paste boxes, worn out books, letters, and what not . . . The same confusion and disorder prevail[ed] throughout the library. I waded through old magazines, public documents, and scraps of clutter" extending from the work room in the basement to the librarian's office.

SPEAKER 3: Willie Davis, a graduate of Texas' Library Training Class, took a position at A & M: In 1907 she wrote to Windsor: "Of course everything is different (from Austin) and the feeling against the University of Texas keeps me in hot water a good deal of the time."

SPEAKER 1: Illinois graduate Mary Emma Goff, wrote to Mr. Wilson in 1911, describing the setting she found in northern Indiana: "the field is large, the library spirit in the community is excellent and everything seems in readiness for aggressive library work." December 1912 found Miss Goff writing from the University of Texas: "At present, I am interested in the public document room and in a heterogeneous mass of interesting material that has lain in a heap on the basement floor for two years."

SPEAKER 3: In 1912, Clara Brooks described the "library spirit" in Fort Worth as "very bad because it is nonprogressive. This uncongenial atmosphere is shown by the fact that there have been nine different assistants during the seven months that I have been here. The hours are from eight to six with no time off duty. The stations are in drug stores where I stay afternoons in the week."

SPEAKER 1: Caroline Wandell, Illinois class of 1900 was employed right out of library school as a library organizer for the state of New York. In 1901 she moved to the University of Texas where she was the head cataloger and the instructor of the University's library training class. She described her time in Texas: "There I felt like a pioneer; --I think for two years I was the only graduate from a library course in the whole state.

NARRATOR: When the college-trained librarians took positions in libraries that had operated without the benefits of library economy or in communities where no librarian had ever been, difficulties were inevitable.

SPEAKER 3: Louise Krause, Illinois class of 1898, gave some advice to her underclassmen: "be able to give reasons for the simplest things & be able to reason eloquently."

SPEAKER 2: Mabel Davison, class of 1904, reported "I feel as if I were unlearning all I ever knew for you know I was the only one in the library who ever heard

of these new ways . . . I have to explain and argue over everything . . . I do."

SPEAKER 1: On one occasion Miss Sharp even advised students "not to say anything about library school methods" to prospective employers.

A serious obstacle to gaining professional recognition was the continuation of the apprentice system of in-house library training. Caroline Wandell spoke out against the situation where "trained people--who are first carefully selected by the library schools--work on exactly the same basis as girls who are only one degree above shop girls."

NARRATOR: Those who had heard of the 'new ways' were not always eager to adopt them. Edith Harper (class of 1905) worked two months as a cataloger with the Library Commission in Madison, Wisconsin.

SPEAKER 3: "Mr. McCarthy is at the head of the department--and we had the most dreadful discussion today anyone every heard of. He wants me to offer myself to the commission, after my two months are up at $5 or $6 a week, to serve an apprenticeship

for a year in his department. I said, "Why, don't you count my two years of Library School as anything?" And he said that Library Schools were not . . . right, and taught all sorts of "bosh." He has no use for Mr. Dewey, "a man who classes football with the fine arts." He went five weeks to Albany but couldn't stand their "rubbish."

NARRATOR: Students who took jobs at larger institutions had problems of a different nature.

SPEAKER 1: Feeling that she would "always be a subordinate, and a <u>little</u> subordinate at that" Gertrude Shawhan, class of 1900, wrote that it was time for her to move from her cataloging position at the Library of Congress where there would "be few new positions created and few vacancies because librarians seldom marry, never resign and one can't wish for them to die, and there's no promotion unless there's a vacancy."

SPEAKER 2: Caroline Wandell, one of Miss Shawhan's classmates, had similar sentiments about working in a large public library: "When I came to the Brooklyn Public Library . . . I had no idea of the limitations that a large system can put on one, nor how it can sap one's individuality to the heart . . . I feel that I must be in an atmosphere where I can expand a little."

NARRATOR: Difficulties arose between librarians and their governing bodies.

SPEAKER 2: Marietta Street, class of 1903, wrote from Shelbyville, Illinois, where she was organizing the town's first library that: "The secretary of the board has his opinions on the smallest details of the work. We have not always agreed but I have tried to be as politic as possible, altho many times I have felt as tho I were only getting character development out of it."

SPEAKER 3: Belle Sweet reported that the President of her school library board in Clinton, Iowa arranged her schedule so that she worked ten hours a day, even though she was technically required to spend eight hours a day at the library. If she did get away from the building, he was "sure to follow [her] by telephone and to make remarks about [her] not being at work." When she attempted to discuss the situation with other board members she was scolded; Mr. Phelps also opposed her contacting Alice Tyler at the Iowa Library Commission with any reports on the library. One of the board members wrote to Miss Sharp, describing the board President as a man who ran "things with a high hand," "a veritable blackguard," and "a gentleman in outward appearance but [with] a little

suspicious, jealous soul" who had to be consulted even concerning the purchase of pens and pencils for the library."

SPEAKER 1: Jeannette Drake, class of 1903, also had troubles with a trustee. In 1916, as librarian of the Free Public Library in Sioux City, Iowa, she was brought before the board of trustees to answer to seven charges brought against her by Mr. W. G. Steele, one of the five trustees. By a vote of four to one she was exonerated of the charges that she:

SPEAKER 2:

(1) was unfair and unjust toward employees;

(2) promot[ed] ill feelings among members of the library staff;

(3) us[ed] poor judgement in the selection of assistants;

(4) usurp[ed] the functions of the board of trustees;

(5) yielded to moods and discourteous treatment of the public."

(6) sacrific[ed] the library for surface expansion and neglect[ed] the cultural growth of the community for popularity, and

(7) [was] unwilling to accept suggestions either from members of the library staff, from

members of the board of directors of from the public."

SPEAKER 1: Miss Drake explained Mr. Steele's motives by stating: "The real trouble with this man was that he was not the architect of our building and he had desired that I would increase the salary of one of the staff members who is his personal friend and the same religion . . . He was able to get the co-operation of a few others, most of whom had been inefficient employees of this library and who have forgotten that loyalty was one of the first requisites of the library profession."

SPEAKER 2: Rev. D. R. Huber, another member of the board described Mr. Steele's charges as "malicious, unwarranted and unsupported." In its official report of its findings, the board wrote Miss Drake:

"Your committee begs leave to report that not one of the seven charges against the Librarian was supported by any competent evidence and there was no foundation in fact upon which to base any of the same. The testimony produced on the hearing showed that the Library was in a remarkably high state of efficiency and that the Librarian had, in all respects, fully, completely, and

satisfactorily performed with unusual zeal and fidelity, every duty which she owed to the City of Sioux City, to the public, to the Library Board of Trustees and to her staff."

NARRATOR: Work was hard and hours were long. Beginning librarians earned thirty to fifty dollars a month. In Elgin, Illinois Mabel Hayward (class of 1903) received $40 a month. She added, "the reference librarian who ha(d) been in the library ten years

receive(d) only $45. The janitor likewise receive(d) $45!!"

SPEAKER 1: When Mabel Reynolds, class of 1901, asked Harry Shafer, the principal of the State Normal School in Cheny, Washington, why she was "being paid a lower salary than any other woman on the faculty, save one (a person of very limited training and experience)," Mr. Shafer replied: "You do not have to pay librarians."

SPEAKER 2: In February 1904, Clara E. Howard, class of 1901, wrote to Miss Sharp, asking for advice on how she might be promoted at the Carnegie Library of Pittsburgh. Miss Sharp explained that, through correspondence with the library director, Mr. Anderson, she had discovered that "the reason that you have not been promoted has been because a man

is considered necessary as librarian of your branch."

SPEAKER 3: The secretary of the board of directors of the El Paso Public Library on April 21, 1907: "We are in need of a trained librarian (man preferred) for our city public library; salary $125 per month. Also, a first assistant-lady on salary of at least $50 to start with."

SPEAKER 2: El Paso also contacted Windsor in Austin: "We want a man at the head of the library but prefer a girl for assistant . . . We must have a man in good health. Many people are tempted to apply for positions here who are suffering from weak lungs. We appreciate and sympathize with their misfortune, but regard it as quite essential to the welfare of the library to recognize the growing and probably rational fear of tuberculosis. We feel that it is a matter of vital consequence to us to secure a man thoroughly capable for such work and desireable that he should be of pleasing address and popularize the library with its patrons.

NARRATOR: "Professional recognition" is a phrase that had a different meaning at the turn of the century. Ninety years ago library work was a day by day struggle to earn better salaries, gain improved

working conditions, and attain due consideration. The students had within them a missionary optimism that helped them weather the stark realities of the nonprogressive library world.

SUMMARY

NARRATOR: Illinois graduates wrote to the library school directors, describing the impact of their training:

SPEAKER 1: "I find that everything I learned I can put to use."

SPEAKER 2: "The course has been of the greatest help, and I wonder now how I ever managed without it. It is such a relief to know and to feel sure that you are doing a thing right and it certainly add(s) to your confidence."

SPEAKER 3: "I am glad I know what an ideal library should be, but am also glad that we were taught, how to make the best of the situation when conditions were not ideal."

NARRATOR: They spoke of the responsibility of representing a new generation of librarians.

SPEAKER 1: "I did not realize when I began my work here what a great responsibility rested on my shoulders . . . the reputation of that institution depends on me."

SPEAKER 3: "I shall try to be very, very good and not disgrace the library school."

NARRATOR: Some one hundred years ago, Gertrude Amelia Buck, Marion Cinderella Bell, Olive Ermengarde Davis, Nellie Goodwin Hewett and 257 other young women and men ventured to a land grant university in the heart of the prairie and took up their trade, library science. A thousand miles to the south, young women wrote to the head of a university library, seeking ways to receive training in the same trade. They were guided by Katharine Lucinda Sharp and Phineas L. Windsor, and through their influence, they were embued with a strength and determination that sustained them through long, successful careers in libraries across the United States. Some of the librarians became regarded as library fixtures, a term defined by Phineas L. Winsor as "a librarian . . . who will stay in a place a long time and become so much a public necessity that after a life time of service the community will want to erect a memorial tablet or name a building in her honor."

Many of the names of this generation of graduates will not be found in a roll of honor, but their achievements have built the foundations of American librarianship.

END NOTES

1. The author gratefully acknowledges the assistance of the staff of the archives at the University of Illinois where the files of the students attending the Illinois Library School are housed. Permission to access these files was provided by the adminstration of the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign.

2. "Library Spriit!" was performed at the 12th Annual Texas Library History Colloquium in Austin, Texas on April 2, 1993 and at Library History Seminar IX in Tuscaloosa, Alabama on April 1, 1995.

NARRATOR: In 1897 the four-year old Department of Library Economy at Armour Institute in Chicago was transferred to the University of Illinois and became known as the Illinois Library School. During its first decade, from 1897 to 1907, the Illinois Library School was directed by Katharine Lucinda Sharp, who trained under Melvil Dewey in his New York State Library School in Albany. Sharp resigned in 1907 and returned to New York as vice-president of Dewey's Lake Placid Club until her death in 1914. Albert S. Wilson succeeded Sharp as director from 1907 to 1909. Wilson was succeeded by Phineas L. Windsor who served as director from 1909 to 1940. Prior to this time Windsor was employed at the University of Texas as its Library Director, where he inherited the Library Training Class established by his predecessor, Benjamin Wyche.

SPEAKER 2: In 1900, three years after the Illinois Library School moved to the University of Illinois campus in Urbana, the University of Texas started a two-semester long program called the Library Training Class. The Class was initiated under pressure from the Texas Federation o Women's Club and in response to the need to staff newly established public libraries. Phineas L. Windsor directed the

program from Fall 1903 to Spring 1908.

Classes were not offered in academic year 1902-1903. The Training Class was discontinued after Windsor resigned in 1909 and Nathaniel Goodrich, his successor as Library Director, became involved in the construction of the new library building.

Curricula at the Illinois Library School and University of Texas Library Training Class

NARRATOR: The Illinois Library School offered a two-year long program of study. Those entering the school from 1898 through 1903 were required to have two years of preparation beyond high school. After the fall of 1903, incoming library school students were required to have a minimum of three years of college. In 1911, admissions required a bachelor's degree.

One student, graduating in the first class of 1898, received a certificate. From 1899 to 1903, students received a baccalaureate degree in Library Science. After 1903, when admission standards were raised, students could also receive a Bachelor's of Arts degree. The Bachelor of Library Science then became a two-year degree awarded to those who completed an additional year of library training beyond the one-year Bachelor of Arts.

SPEAKER 3: In 1907, students at Illinois completed thirteen courses in the Library School. Juniors took six courses. First was elementary economy which focused on circulation, binding, and shelf arrangement. Juniors also took a basic reference course, one in book selection, and others in library history, library extension, and an elementary laboratory. The laboratory not only included hands-on work with books in a classroom setting but also a three month practicum at the University, rotating through various library departments. Students were graded on spirit, executive ability, originality, observation, speed, accuracy, order, neatness, and attention.

SPEAKER 1: Illinois students sometimes received experience in organizing libraries during the summer preceding their senior year. The school provided a list of students interested in taking on organizing work for communities that could not afford to hire experienced organizers but nonetheless wanted libraries started or reorganized.

SPEAKER 2: Seniors took advanced courses in reference, library economy, and the laboratory in addition to courses in bibliography, bookmaking, and public documents. The thirteenth class in the curriculum

was a senior seminary. The capstone of the senior year was a library tour--several days spent visiting libraries in Chicago or St. Louis.

SPEAKER 3: Illinois graduates in the 1898 class were required to prepare both a thesis and a bibliography. From 1899 until 1904 graduates had the option of preparing one or the other as a final project. In May of 1904, students had the option of substituting a senior seminar course for the thesis.

NARRATOR: By 1913, 261 individuals had received degrees through the Illinois Library School. Class sizes ranged from the class of 1898 with just two students to the class of 1904 when 43 individuals matriculated.

SPEAKER 1: The Library Training Class at the University of Texas extended over three terms of the university: Fall, Winter, and Spring. Library Economy was taught in the Fall and Winter Terms, with two to three hours of lectures each week on topics such as circulation, selection, acquisition, and cataloging. Reference Work and Bibliography was taught in the Spring Term. As at Illinois, University faculty provided lectures on the literature of their subject disciplines. In addition to attending lectures and following

suggested reading lists, Texas students were expected to take one or two classes at the University and work 15 hours a week for the library as part of a designated laboratory assignment. In the laboratory, students assisted in the work of the university library, largely in preparing the library's catalog.

NARRATOR: Library hand was a marketable skill taught at both Illinois and Texas.

SPEAKER 3: Sharp even advised prospective students to master this form of writing before beginning library school. Interested students were instructed to write to the New York State Education Department for a free copy of their pamphlet on Library Handwriting. The importance of library hand was described: "nothing pays the candidate for a library position better for the time it costs than to be able to write a satisfactory library hand." Legibility was the first imperative, followed by uniformity. Speed was not a main factor; it was acknowledged that library hand took twice as long to write as did natural, note-taking hand. Specimen alphabets in the pamphlet illustrated both types of library hand--the joined (cursive) and disjoined (printing).

SPEAKER 1: Juniors entering the Illinois library school had one lecture on vertical joined hand during the first week of classes. After the lecture, students were expected to turn in all of their accession, cataloging, and shelf list work in library hand. The penmanship of the students became "wonderfully alike." Sharp wrote: "My . . . experience has led me to believe that it is better to take the candidates just as they come, without practice, and correct the writing on every piece of work which they hand in, and adapt the suggestions to the individual needs."

NARRATOR: Some years later Sharp added that "the general introduction of the typewriter was changing the emphasis on library hand."

SPEAKER 2: Windsor described the type of individual who was best suited for the Texas Library Training Class: "Maturity of mind and general habits of study are to be especially desired in this work, and as the instruction is largely technical a good general education is necessary."

When Windsor took over the Class in Fall 1904, admissions standards were raised and students were expected to have two years of college with a bachelor's degree preferred.

SPEAKER 3: At least fifteen women completed the Texas Library Training Class. They were awarded a certificate, as the work did not count toward a university degree.

NARRATOR: Windsor, like Sharp, was a graduate of Dewey's New York State Library School and recognized the limitations of the Texas Library Training Class. He routinely gave the following advice to students inquiring about the Texas Class:

SPEAKER 2: "First, if possible, go to one of the regular library schools . . . This is not perfunctory advice, but is based on the knowledge that you will get far more out of a year at one of them than you will here . . . I am simply trying in this class to do a little to 'help things along,' as it were; it is not possible for us with our small equipment and short force to attempt more than the rudiments and give a fair amount of practice work and real work in the library."

NARRATOR: Windsor advised potential Texas students to write to other library schools and study their circulars. These schools included the State Library School in Albany, Western Reserve Library School in Cleveland, the Illinois Library School, the Southern Library School in Atlanta, and the Pratt Institute Library School in Brooklyn.